

Eureka Math *A Story of Units*

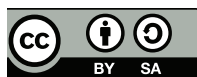
Fifth Grade – Module 2

2015-2016

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Materials based on Eureka Math Version 3.



Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.

3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.

2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Fifth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 2 Grading Guidance:

- Standards 5.NBT.1, 2, 5, and 6 are only/last assessed in Fifth Grade Module 2. The remaining standards in this module will be assessed again in later modules. (See checklist on page 3.)
- Item 6 on the End-of-Module Assessment assesses multiple domains. We recommend scoring item parts separately. Teams may want to quickly calibrate and/or adapt the rubric to better reflect proficiency with the standards assessed. The score sheet has been adjusted to reflect this recommendation.
- Consider adjusting the weight of the domain scores in the grade book. (Less weight for items that reflect one test item, more weight for domains assessed with multiple items.)

Grade 5 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. The shaded boxes indicated standards assessed in Module 2. Some standards may be assessed again in later modules. *Note that standards included in major clusters are followed by an asterisk (*).* Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 5 MODULES					
		1	2	3	4	5	6
5.OA	1		X		X		
	2		X		X		X
	3						X
5.NBT	1*	X	X				
	2*	X	X				
	3a*	X					
	3b*	X					
	4*	X					
	5*		X				
	6*		X				
5.NF	7*	X	X		X		
	1*			X			
	2*			X			
	3*				X		
	4a*				X		
	4b*					X	
	5a*				X		
	5b*				X		
	6*				X		
	7a*				X		
	7b*				X		
	7c*				X		
5.MD	1	X	X		X		
	2				X		
	3a*					X	
	3b*					X	
	4*					X	
	5a*					X	
	5b*					X	
	5c*					X	
5.G	1						X
	2						X
	3					X	
	4					X	

Fifth Grade Module 2: Mid-Module Assessment Task Score Sheet**A Progression of Learning**

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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Module 2: Mid-Module Assessment									
Question	Domain		Standards						
	Operations and Algebraic Thinking	Number and Operations in Base-Ten	5.OA.1	5.OA.2	5.NBT.1	5.NBT.2	5.NBT.5	5.NBT.7	5.MD.1
1	1 2 3 4		X	X					
2	1 2 3 4			X					
3		1 2 3 4			X	X		X	
4		1 2 3 4					X		
5		1 2 3 4					X	X	
6	1 2 3 4	1 2 3 4	X	X	X	X	X	X	X

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base-Ten	
Total Points				
Level	4	11-12 points	4	14-16 points
	3	8-10 points	3	10-13 points
	2	5-7 points	2	6-9 points
	1	3-4 points	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned some points. This translates to a score of 1 in the grade book.

Fifth Grade Module 2: Mid-Module Assessment Task Score Sheet (continued)**Mid-Module Assessment Task (Topics A–D)
Clusters and Standards Addressed****Write and interpret numerical expressions.**

- 5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Understand the place value system.

- 5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- 5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Convert like measurement units within a given measurement system.

- 5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Fifth Grade Module 2: Mid-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 5.OA.1 5.OA.2	The student correctly answers 0-3 of the twelve parts.	The student correctly answers 4-7 of the twelve parts.	The student correctly answers 8-10 of the twelve parts.	The student correctly answers 11- 12 out of the twelve parts. (See student sample for correct responses.)
2 5.OA.2	The student correctly completes 0-1 of the parts. a. (1) < (2) explanation b. (3) > (4) explanation c. (5) = (6) explanation			
3 5.NBT.1 5.NBT.2 5.NBT.7	The student correctly completes 0 of the three parts. a. (1) 750 b. (2) 75 (3) Explains how answers to Parts (a) and (b) are related.			
4 5.NBT.5	The student correctly completes 0 of the two parts. The student makes minor calculation errors in both parts. The student correctly completes Parts (a) and (b), but does not use the standard algorithm. OR The student makes 1 minor calculation error leading to an incorrect answer in 1 of the two parts. a. 16,962 (uses standard algorithm) b. 221,130 (uses standard algorithm) Note: Students may record regroupings in any position.			

Assessment Recommendations for Eureka Math A Story of Units

Teaching and Learning Department - Bethel School District

A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
5 5.NBT.5 5.NBT.7	The student uses incorrect reasoning and neither multiplies nor adds.	The student uses partially correct reasoning (multiplies but does not add, or adds but does not multiply), and makes calculation errors.	The student uses correct reasoning, but makes calculation errors.	The student uses correct reasoning and calculates total correctly as \$264.95.
6 5.OA.1 5.OA.2 5.NBT.1 5.NBT.2 5.NBT.5 5.NBT.7 5.MD.1	The student correctly completes 0-1 parts of the task. a. (1) 378 feet and (2) work shown. b. (3) \$37.80 and (4) reasoning. c. (5) $84 \times 1.5 \times 10^3$ or $84 \times 10^3 \times 1.5$	The student correctly completes 2-3 of the five parts of the task.	The student correctly completes 4 of the five parts of the task.	The student correctly completes 5 of the five parts of the task. (See below.)

Fifth Grade Module 2: Mid-Module Assessment Task Key

Name Charlie

Date _____

1. Fill in the chart.

Words	Expression	The Value of the Expression
a. 50 times the sum of 64 and 36	$50 \times (64 + 36)$	5,000
b. Divide the difference between 1,200 and 700 by 5	$(1,200 - 700) \div 5$	100
c. The sum of 3 fifteens and 17 fifteens	$(3 \times 15) + (17 \times 15)$	300
d. 15 times the sum of 14 and 6	$15 \times (14 + 6)$	300
e. 10 times the sum of 250 and 45	$10 \times (250 + 45)$	2,950
f. 14 times the sum of 560 and 440	$(560 + 440) \times 14$	14,000

2. Compare the two expressions using $<$, $>$, or $=$. For each, explain how you can determine the answer without calculating.

a. 100×8 $<$ $25 \times (4 \times 9)$
The product here is 800. The product of this part is 100, so 100×9 is equal to 900.

b. 48×12 $>$ 50 twelves – 3 twelves
This is 48 twelves. This is 47 twelves.
The other side is 1 more group of twelve.

c. 24×36 $=$ 18 twenty-fours, doubled
Double 18 is 36, so it's 36 twenty-fours on both sides.

Fifth Grade Module 2: Mid-Module Assessment Task Key (continued)

3. Solve. Use words, numbers or pictures to explain how your answers to parts (a) and (b) are related.

a. $25 \times 30 = \underline{750}$

b. $2.5 \times 30 = \underline{25} \text{ tenths} \times 30 = \underline{750} \text{ tenths} = 75.0$

The digits are exactly the same. But the units in (b) are smaller so the answer is smaller. Ones are 10 times as large as tenths so the answer to (a) is ten times larger than (b)

4. Multiply using the standard algorithm. Show your work below each problem. Write the product in the blank.

a. $514 \times 33 = \underline{16,962}$

$$\begin{array}{r} 514 \\ \times 33 \\ \hline 1542 \\ + 15420 \\ \hline 16,962 \end{array}$$

b. $546 \times 405 = \underline{221,130}$

$$\begin{array}{r} 546 \\ \times 405 \\ \hline 2730 \\ + 218400 \\ \hline 221,130 \end{array}$$

5. For a field trip, the school bought 47 sandwiches for \$4.60 each and 39 bags of chips for \$1.25 each. How much did the school spend in all?

$$\begin{array}{r} 460 \text{ cents} \\ \times 47 \\ \hline 3220 \\ + 18400 \\ \hline 21,620 \text{ cents} \\ \$216.20 \end{array}$$

$$\begin{array}{r} 125 \text{ cents} \\ \times 39 \\ \hline 1125 \\ + 3750 \\ \hline 4875 \text{ cents} \\ \$48.75 \end{array}$$

$$\begin{array}{r} 216.20 \\ + 48.75 \\ \hline \$264.95 \end{array}$$

The school spent
\$264.95 in all.

Fifth Grade Module 2: Mid-Module Assessment Task Key (continued)

6. Jeanne makes hair bows to sell at the craft fair. Each bow requires 1.5 yards of ribbon.

- a. At the fabric store, ribbon is sold by the foot. If Jeanne wants to make 84 bows, how many feet of ribbon must she buy? Show all your work.

$$\begin{aligned} 1.5 \text{ yd} &= 1.5 \times (1 \text{ yd}) \\ &= 1.5 \times (3 \text{ ft}) \\ &= 4.5 \text{ ft} \end{aligned}$$

$$\begin{array}{r} \text{45 tenths} \\ \times 84 \\ \hline 180 \\ + 3600 \\ \hline 378.0 \end{array}$$

Jeanne has to buy
378 feet of ribbon.

- b. If the ribbon costs 10¢ per foot, what is the total cost of the ribbon in dollars? Explain your reasoning, including how you decided where to place the decimal.

$$378 \times 10\text{¢} = 3780\text{¢} = \$37.80$$

When I multiplied by 10, all the digits got 10 times larger and moved one place to the left. That was 3,780 cents. To find dollars, I divided by 100 which moved my digits back 2 places to the left, so my decimal point went between the 7 and 8.

- c. A manufacturer is making 1,000 times as many bows as Jeanne to sell in stores nationwide. Write an expression using exponents to show how many yards of ribbon the manufacturer will need. Do not calculate the total.

$$84 \times 10^3 \times 1.5$$

Fifth Grade Module 2: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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Module 2: End-of Module Assessment

Question	Domain		Standards							
	Number and Operations in Base-Ten	Operations and Algebraic Thinking	5.NBT.1	5.NBT.2	5.NBT.5	5.NBT.6	5.NBT.7	5.OA.1	5.OA.2	5.MD.1
1	1 2 3 4		X	X			X			
2	1 2 3 4		X	X		X				
3	1 2 3 4	1 2 3 4				X		X		
4	1 2 3 4						X			
5	1 2 3 4					X				
6 a, b, c, e	1 2 3 4		X	X	X	X	X			X
6 d		1 2 3 4						X	X	

Domain Score	Number and Operations in Base-Ten		Operations and Algebraic Thinking	
Total Points			*Consider less emphasis on this score in the grade book since it reflects only two items.	
Level	4	21-24 pts.	4	7-8 pts.
	3	15-20 pts.	3	5-6 pts.
	2	9-14 pts.	2	3-4 pts.
	1	6-8 pts.	1	2 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned some points. This translates to a score of 1 in the grade book.

Fifth Grade Module 2: End-of-Module Assessment Task Score Sheet

End-of-Module Assessment Task (Topics A–H) Clusters and Standards Addressed

Write and interpret numerical expressions.

- 5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Understand the place value system.

- 5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- 5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Convert like measurement units within a given measurement system.

- 5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Fifth Grade Module 2: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item	STEP 1 Little or not evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 5.NBT.1 5.NBT.2 5.NBT.7	The student correctly answers 0-1 of the four parts.	The student correctly answers 2 of the four parts.	The student correctly answers 3 of the four parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) 100 or 10^2 or both (2) reasoning including a place value chart b. (3) 1000 or 10^3 or both (4) reasoning including a place value chart			
2 5.NBT.1 5.NBT.2 5.NBT.6	The student correctly completes 0-1 of the four parts.	The student correctly completes 2 of the four parts.	The student correctly completes 3 of the four parts.	The student correctly completes 4 of the four parts. (See below.)
	a. (1) $420 \div 70 = 6$ and (2) explanation b. (3) $1200 \div 600 = 2$ and (4) explanation			
3 5.OA.1 5.NBT.6	The student is unable to generate a division problem with a quotient of 3 and remainder of 12.	The student generates a division problem with either a quotient of 3 or a remainder of 12, but is unable to explain reasoning used.	The student generates a division problem with both a quotient of 3 and a remainder of 12, but shows no evidence of a strategy other than guess and check.	The student generates a division problem with a quotient of 3 and remainder of 12 and uses a sound strategy (e.g., writes a checking equation $__ = 3 \times __ + 12$).
4 5.NBT.7	The student is unable to perform the decimal division necessary to show non-equivalence of quotients.	The student is able to perform the division necessary to produce the whole number portion of the quotient, but is unable to continue dividing the decimal places to show non-equivalence of quotients.	The student is able to explain the non-equivalence of the quotients, but with errors in the division calculation.	The student divides accurately and explains the non-equivalence of the quotients.
5 5.NBT.6	The student does not divide to find the width of the playground.	The student makes two errors in division that lead to incorrect width of the playground.	The student makes one error in division that leads to incorrect width of the playground.	The student correctly divides and finds the width of the rectangle to be 106 m.

Assessment Recommendations for Eureka Math A Story of Units

Teaching and Learning Department - Bethel School District

A Progression of Learning				
Assessment Task Item	STEP 1 Little or not evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
6a, b, c, and e 5.NBT.1 5.NBT.2 5.NBT.5 5.NBT.6 5.NBT.7 5.MD.1	The student correctly answers 0-1 of the seven parts.	The student correctly answers 2-4 of the seven parts.	The student correctly answers 5-6 of the seven parts.	The student correctly answers 7 of the seven parts. (See below.)
	a. (1) 1232 oz (2) explain b. (3) 102 loaves c. (4) 7 boxes (5) explain reasoning d. (See below.) e. (6) \$8.00 (7) explain			
6d 5.OA.1 5.OA.2	The student is unable to write an equation that shows how much the baker will spend.	The student writes an equation with major errors.	The student writes a partially correct equation that shows how much the baker will spend.	d. The student writes an equation that shows how much the baker will spend. Example: $(20 \times 0.80) + (6 \times \$1.25)$

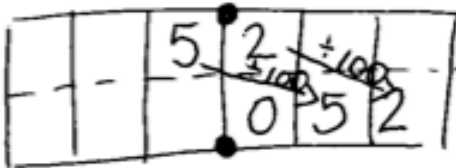
Fifth Grade Module 2: End-of-Module Assessment Task Key

Name Garrett

Date _____

1. Express the missing divisor using an exponent. Explain your reasoning using a place value chart.

a. $5.2 \div \underline{10^2} = 0.052$



b. $7,650 \div \underline{10^3} = 7.65$



2. Estimate the quotient by rounding the equation to relate to a 1-digit fact. Explain your thinking in the space below.

a. $432 \div 73 \approx \underline{6}$

$420 \div 70 = 42 \div 7 = 6$

73 is close to 7 tens. The nearest multiple of 7 that's like 432 is 42 tens. So $42 \div 7 = 6$

b. $1275 \div 588 \approx \underline{2}$

$1200 \div 600 = 12 \div 6 = 2$

588 is close to 600. The nearest multiple of 600 that is close to 1275 is 12 hundreds. So $12 \div 6 = 2$

3. Generate and solve another division problem with the same quotient and remainder as the two problems below. Explain your strategy for creating the new problem.

$$\begin{array}{r} 3 \\ 17 \overline{) 63} \\ \underline{51} \\ 12 \end{array}$$

$$\begin{array}{r} 3 \\ 42 \overline{) 138} \\ \underline{126} \\ 12 \end{array}$$

$$\begin{array}{r} 3 \\ 27 \overline{) 93} \\ \underline{81} \\ 12 \end{array}$$

To check division, I can multiply the answer and the divisor, then add the remainder. So I multiplied $3 \times$ my number which was 27 and got 81 and then I added 12. So my dividend must be 93.

$$\begin{array}{r} 27 \\ \times 3 \\ \hline 81 \\ + 12 \\ \hline 93 \end{array}$$

Fifth Grade Module 2: End-of-Module Assessment Task Key (continued)

4. Sarah says that $26 \div 8$ equals $14 \div 4$ because both are "3 R2." Show her mistake using decimal division.

$$\begin{array}{r} 3.25 \\ 8 \overline{) 26.00} \\ \underline{-24} \\ 20 \\ \underline{-16} \\ 40 \\ \underline{-40} \\ 0 \end{array}$$

$$\begin{array}{r} 3.5 \\ 4 \overline{) 14.0} \\ \underline{-12} \\ 20 \\ \underline{-20} \\ 0 \end{array}$$

$$26 \div 8 = 3.25$$

$$14 \div 4 = 3.5$$

5. A rectangular playground has an area of 3,392 square meters. If the width of the rectangle is 32 meters, find the length.

?

$A = 3,392 \text{ m}^2$

32m

$$32 \times ? = 3,392$$

$$\begin{array}{r} 106 \\ 32 \overline{) 3,392} \\ \underline{-32} \\ 19 \\ \underline{-0} \\ 192 \\ \underline{-192} \\ 0 \end{array}$$

The length of the rectangle is 106 meters.

6. A baker uses 5.5 pounds of flour daily.

- a. How many ounces of flour will he use in two weeks? Use words, numbers, or pictures to explain your thinking. (1 lb = 16 oz.)

$$5.5 \text{ lbs} = \underline{\hspace{2cm}} \text{ oz}$$

$$5.5 \times (1 \text{ lb}) = \underline{\hspace{2cm}} \text{ oz}$$

$$5.5 \times (16 \text{ oz}) = \underline{\hspace{2cm}} \text{ oz}$$

$$\begin{array}{r} 55 \text{ tenths} \\ \times 16 \\ \hline 330 \\ + 550 \\ \hline 880 \text{ tenths} = 88 \end{array}$$

$$\begin{array}{r} 88 \text{ oz} \\ \times 14 \\ \hline 352 \\ + 880 \\ \hline 1,232 \text{ oz} \end{array}$$

First, I found the ounces he uses every day. Then I multiplied by 14 days.

The baker uses 1,232 oz of flour in 2 weeks.

Fifth Grade Module 2: End-of-Module Assessment Task Key (continued)

- b. The baker's recipe for a loaf of bread calls for 12 ounces of flour. If he uses all of his flour to make loaves of bread, how many full loaves can he bake in two weeks?

$$\begin{array}{r} 102 \text{ R } 8 \\ 12 \overline{) 1,232} \\ \underline{-12} \\ 03 \\ \underline{-00} \\ 32 \\ \underline{-24} \\ 8 \end{array}$$

The baker can bake 102 full loaves in two weeks.

- c. The baker sends all his bread to one store. If he can pack up to 15 loaves of bread in a box for shipping, what is the minimum number of boxes required to ship all the loaves baked in two weeks. Explain your reasoning.

$$\begin{array}{r} 6 \\ 15 \overline{) 102} \\ \underline{-90} \\ 12 \end{array}$$

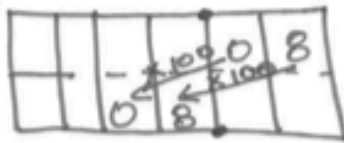
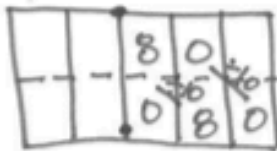
He needs 7 boxes to ship all the bread. The last box won't be full. It will only have 12 loaves in it.

- d. The baker pays \$0.80 per pound for sugar and \$1.25 per pound for butter. Write an expression that shows how much the baker will spend if he buys 6 pounds of butter and 20 pounds of sugar.

$$(6 \times \$1.25) + (20 \times \$0.80)$$

- e. Chocolate sprinkles cost as much per pound as sugar. Find $\frac{1}{10}$ the baker's total cost for 100 pounds of chocolate sprinkles. Explain the number of zeros and the placement of the decimal in your answer using a place value chart.

$$\$0.80 \div 10 = \$0.08$$



The baker pays \$8.00 for 100 lbs of sprinkles.